# Assessment Tool: 1 - Number

Resources you will need: Number line, paper, pencil, counters, base 10 cubes (dienes)

NB: The numbers in column 1 refer to test questions on the pupil’s answer sheet.

| Section 1 (PKSS1-4) | | √ | PKSS/NC |
| --- | --- | --- | --- |
| 1. | Can distinguish between one and lots. |  | PKSS1 |
| 2. | Demonstrate an understanding of one to one correspondence. |  | PKSS1 |
| 3. | Say the number names to number 5 in the correct order. |  | **PKSS2** |
|  | Understands the concept of numbers up to 5, can give 1,2,3,4 or 5 objects. |  | **PKSS2** |
| 4. | Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple orange.  **Instruction:** Give the pupil some objects as well as the pattern provided and ask the pupil to follow the pattern. |  | **PKSS2** |
| 5. | Identify how many objects there are in a group of up to 10 objects:  Recognise smaller groups on sight. |  | **PKSS3** |
|  | Counting the objects in larger groups up to 10. |  | **PKSS3** |
|  | Understanding that the last number counted represents the total. |  | **PKSS3** |
| 6. | Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present. |  | **PKSS3** |
| 7. | Copy and continue more advanced patterns using real-life materials. (e.g. apple, apple, orange, apple, apple, orange)  **Instruction:** Give the pupil some objects as well as the pattern provided and ask the pupil to follow the pattern. |  | **PKSS3** |
| 8. | Read and write numbers in numerals from 0-9  **Instruction**: Ask the pupil to write the numbers 0-9 in order.  Write the numerals 0-9 in a random order on the back of the pupil booklet. Ask the pupil to read the numbers. Tick if correct. |  | **PKSS4** |
|  | **PKSS4** |
| 9. | Demonstrate an understanding of the mathematical symbols of add, subtract and equal to.  Demonstrates an understanding that the number of objects changes when objects are added or taken away. |  | **PKSS4** |
|  | **PKSS4** |
| 10. | Solve number problems involving the addition and subtraction of single digit numbers up to 10. |  | **PKSS4** |
| 11. | Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2+2=4 and 3+1=4)  **Instruction:** Ask the pupil the following: What is…  1) 1+1 = 2) 1+2= \***3)** 2+1= 4) 2+2= 5)3+2= \* **6)** 2+3= 7) 4+1 = \***8)** 1+4 = 9) 5+5= |  | **PKSS4** |
|  | Demonstrate an understanding of the commutative law (e.g. 3+2=5, therefore 2+3 =5)  **\*After question 3, 6, 8 ask.** What did you notice about the last two sums? How did the answer to 1+2 help you answer 2+1, can you explain?  Demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away  **Instruction:** Continuing from the previous question. Use counters and ask the pupil to show you why the answer stays the same. Rearrange the counters in a number of ways and check the pupil understands the number remains the same. |  | **PKSS4** |
|  | **PKSS4** |
| 12. | Demonstrates an understanding of inverse relationships involving addition and subtraction. (e.g. if 3+2=5, then 5-2=3) |  | **PKSS4** |
| 13. | Count to 20, demonstrating that the next number when counting is one more and the previous number is one less.  **Instruction:** Ask the pupil to count to 20. Then ask them to answer the questions in no.13. |  | **PKSS4** |
| Section 2 (PKSS5) | | √ | PKSS/NC |
| 14. | Read and write numbers in numerals up to 100.  **Instruction:** Ask the pupil to write the following numbers**. 11, 12, 15, 20, 28, 30, 37, 40, 46, 50, 55, 60, 64, 70, 73, 80, 88, 90, 99, 100.** Write the following numbers on the back of the pupil booklet and ask the pupil to read them. **7,13,25,32,48,51,67,75,84,96,109.** Tick if correct. |  | **PKSS5** |
| 15. | Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.  **Instruction:** You can use Base 10/Dienes to support this question. |  | **PKSS5** |
| 16. | Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 23 + 5; 46 + 20; 16 –5; 88 – 30) |  | **PKSS5** |
| 17. | Recall at least four of the six number bonds for 10 and reason about associated facts. (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4) |  | **PKSS5** |
| 18. | Count in twos, fives and tens from 0 and use this to solve problems.  **Instruction:** Ask the pupil to count in 2s then ask them to answer the questions about the puppies then repeat for 5s and 10s. |  | **PKSS5** |
| Section 3 (PKSS6) | | | |
| 19. | Read scales in divisions of ones, twos fives and tens. |  | **PKSS6** |
| 20. | Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.  **Instruction:** provide the pupil with Base 10/Dienes and ask the pupil to make each number given using the Base 10 equipment, explaining what they are doing. |  | **PKSS6** |
| 21. | Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus. (e.g. 48+35; 72-17) |  | **PKSS6** |
| 22. | Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. |  | **PKSS6** |
| 23. 24. | Recall multiplication and division facts for 2, 5, and 10 use them to solve simple problems, demonstrating an understanding of commutativity as necessary. |  | **PKSS6** |
| 25. | Identify ¼, 1/3, ½, 2/4, 3/4 of number or shape, and know that all parts must be equal parts of the whole. |  | **PKSS6** |